

Hertfordshire Autism Quality Offer

In accordance with the Children and Families Act 2014, Hertfordshire's [Quality SEND Offer](#) describes the special educational provision that families can expect to be available for children and young people who have special educational needs and/or disabilities (SEND).

The Hertfordshire Review of Educational Provision for Children and Young People on the Autistic Spectrum, completed in 2015, set out key recommendations which have been taken forward by headteachers, parents and other professionals as part of the SEND Strategy - Autism work stream.

The Autism Quality Offer exemplifies what the evidence tells us works well for pupils with autism¹ and will support schools to develop staff confidence and quality of provision whilst strengthening partnerships with parents.

Hertfordshire is an [Autism Education Trust \(AET\) Schools Training Hub](#) affiliated to the AET Eastern region. Each DSPL area is funded to provide SEND Lead (initially focussing on autism) to support the delivery of the outcomes in the Autism Quality Offer.

Outcome 2: Improving short and long term outcomes for children and young people with autism by:

- promoting high expectations and ensuring all children and young people with autism achieve their best.
- ensuring teachers are responsible and accountable for the progress and development of the pupils in their class using the [AET Progression Framework](#), including where pupils access support from teaching assistants or specialist staff.
- developing the effectiveness of teaching and learning for pupils with autism through the monitoring and self-evaluation approaches used in the school.
- ensuring use of the graduated approach fully engages with parents, children and young people, and clearly evidences progress towards outcomes.
- supporting the social and emotional development and mental health of children and young people with autism, including providing extra support for listening to the views of a child or young person and measures to prevent bullying.

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with autism and achieves best value for money by:

- deploying the school's delegated budget and other resources. This may include Exceptional Needs Funding, and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan.
- using the [AET Autism Standards](#) or the Herts Autism Tracker to contribute to school improvement by reviewing which standards are well established and which are not yet fully in place and identifying priorities for development in the next steps action plan.
- recording decisions on the extent to which [AET Autism Standards](#) or the Herts Autism Tracker are met and aligning with the Hertfordshire SEND Benchmark & Planning Tool.
- incorporating information into the SEN information report regarding the school's approach to supporting pupils with autism and their families.
- ensuring the governing body or a sub-committee has oversight of the school's arrangements for autism.

Outcome 1: Providing high-quality provision that meets the needs of children and young people with autism by:

- appointing a named autism lead who can support the implementation of the local authority's school autism approach
- providing high-quality teaching that is differentiated and personalised making best use of [AET resources](#)
- removing barriers to learning and putting effective provision in place beginning with strategies described in AET's guide for teachers, [Do You have a Child with Autism in Your Class?](#) and from [AET Tools for Teachers](#)
- fully including children and young people with autism and their families in the life of the school or setting
- having a clear approach to identifying those who require SEN support at the earliest point
- responding to the particular needs of children and young people with autism in specific circumstances, including children looked after.
- using a graduated approach, in the form of a four-part cycle of 'assess, plan, do and review', through which decisions and actions are made, revisited, refined and revised.
- ensuring all teachers and support staff undertake [AET Making Sense of Autism-Raising Awareness](#), at least two members of school staff undertake [AET Good Autism Practice](#) and at least two members of the senior leadership team undertake [AET Leading Good Autism Practice](#) training to embed a whole school approach.
- supporting members of staff to complete the [AET Competency Framework](#)
- evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment
- using provision mapping and management systems to maintain an overview of the programmes and interventions used with pupils with autism.
- evaluating the effectiveness of provision, through usual school improvement systems.

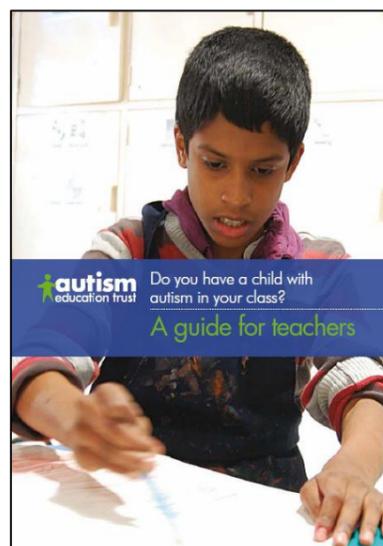
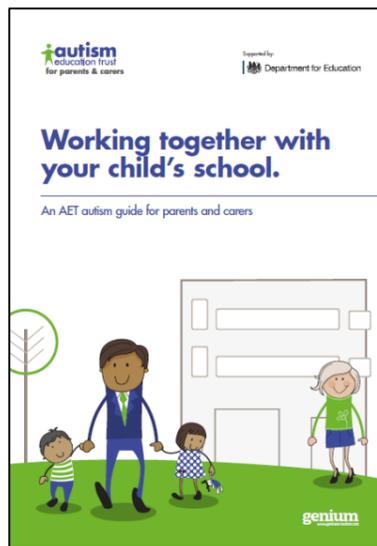
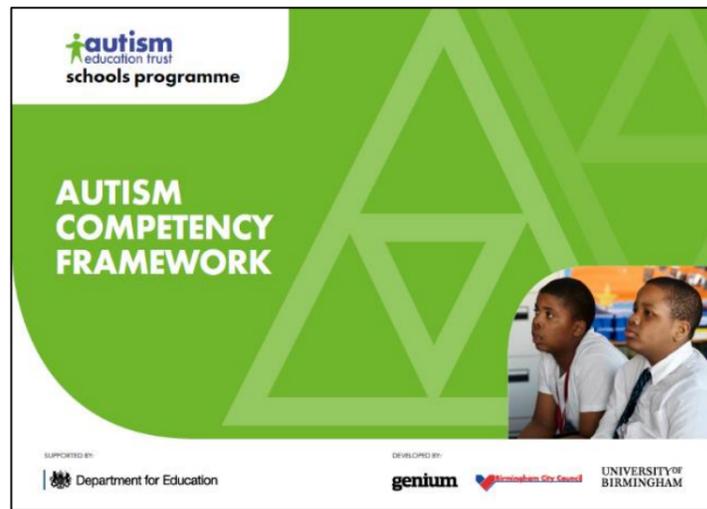
Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with autism, engendering trust, confidence, respect and constructive partnership working by:

- having a school contact that ensures children and young people with autism and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes.
- promoting the use of [Working Together with your Child's School](#), an AET autism guide for parents and carers, and using an appropriate pupil passport or profile
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff.
- informing parents when they are making special educational provision for their child.
- arranging meetings with parents, allowing sufficient time to explore the parents' views and to plan effectively.

Outcome 5: Working proactively and collaboratively to improve provision by:

- working in close partnership with their DSPL Area SEND Lead/s to develop and deliver local services for autism.
- engaging with health and social care, local authority support services and voluntary sector organisations so these can be accessed appropriately.
- contributing to DSPL Area systems in situations where a child or young person with autism is at risk of exclusion, school placement breakdown or subject to a reduced timetable using support from [AET Exclusions resources](#)
- thorough planning and preparation for transitions during the school day, between phases in education and preparation for adult life
- cooperating with the local authority to respond to recommendations from all SEND Strategy workstreams.
- cooperating with the local authority to review and develop the Local Offer
- regular review, monitoring and self-evaluation, including the views experiences and involvement of pupils, parents and others

¹Identifying and addressing the educational needs of pupils does not depend on having a diagnosis. Schools should identify a pupil's needs and explore with them and their family the appropriate support that they would like and would benefit from.



DSPL Area (SEND) Leads - Tasks

Background
The following document sets out some of the task expectations for the DSPL Area (SEND) Lead for the academic year 2017-2018. Progress and completion of the tasks and activities will assist with evaluating the impact of the DSPL Area (SEND) Lead role and also improvements in autism practice for individual schools.

Tasks – Roles and Responsibilities

- Develop a contact list (and distribution list) of all school autism leads within the DSPL Area (set out activities that have been undertaken to encourage each school to establish a named school lead). Work with the DSPL Manager to ensure all schools have a named autism lead, particularly where schools appear to be finding it difficult to identify an autism lead. Subsequently work with County Lead where schools have not identified a lead following DSPL Manager input.
- Arrange half termly liaison meetings with the school leads (due to the number of schools, this may require one or two half termly liaison meetings), use the liaison meetings and through individual school autism contacts to:
 - Promote the implementation of the recommended 'School Autism Approach';
 - Develop an understanding of how far each school has progressed in completing the AET Standards and developing an AET Standards - Action Plan;
 - Develop an understanding of how far each school has progressed in identifying a staff member to complete the AET Competency Framework (this may be the school autism lead);
 - Develop an understanding of how far each school has progressed in using pupil profiles – promote the use of the AET and Hertfordshire pupil profile templates and other good practice examples from within the DSPL Area;
 - Develop an understanding of how far each school has progressed in developing and using flexible transition approaches and tools – promote the use of the AET Transition Tool Kit, other material and good practice examples from within the DSPL Area;
 - Develop a database of good practice/positive approaches and reasonable adjustments for autism across schools within the DSPL Area;
 - Start to develop a profile of each school's approach to supporting pupils with autism;
- Provide a workshop on assisting schools/SENCOs to complete the AET Standards and develop an AET Action Plan;
- Produce/contribute to a leaflet promoting and explaining the 'Autism Quality Offer' framework;
- Provide information on local services that can support pupils with autism and their families and access arrangements;
- Promote AET training and map the number of staff/schools who have undertaken AET Training – Use Hertfordshire's ISL Map Tool (sets out the number of staff at each school who have undertaken each type of AET training course).

Overarching Tasks and Targets:

- Develop a knowledge of local schools/settings/services
- Develop an Autism Improvement Plan – Linked to the Hertfordshire Autism Review
- Establishing and managing an Autism Review Group to assist with the development of the Autism Improvement Plan and the oversight of the Plan
- The membership of the Group should include:
 - DSPL Manager/DSPL Area (SEND) Lead
 - Secondary, Primary & Special School Heads
 - SENCO's
 - Parents
 - The Local Link
 - Education Psychologist
 - Area Lead/Lead Practitioner/Advisory Teacher
 - Teachers, Teaching Assistants
 - Interested Parties
- Develop/contribute to a DSPL Area Offer for Autism – Services, Information and Guides



Hertfordshire Autism Tracker						
Theme	Standard Number	Standard Description	Hertfordshire Quality Offer Benchmarking & Planning Tool	AET Priority Rating	Comments	Action
The Individual Pupil	IP1 - IP10					
Building Relationships	BR1 - BR10					
Curriculum and Learning	CL1 - CL10					
Enabling Environments	EE1 - EE10					
The Individual Pupil	IP1	Your setting obtains information directly from the pupil on their strengths, interests, needs and emotional well-being, to add to information given by parents/carers and staff so that it can motivate, engage and encourage pupils with autism in a meaningful way. Most pupils with autism will have a personalised pupil passport.	2h		Insert Comments here: • • •	
		Your setting recognises the particular vulnerability of pupils	2l		Insert Comments here: • •	

2019-20

DSPL | Delivering Special Provision Locally
Achieving quality outcomes

SEND
0-25 years

